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ABSTRACT

This report presents the evaluation of the Chelsea Bilingual-Bicultural Program for the 1973-1974 academic year, a project funded by Title VII of the 1965 Elementary Secondary Education Act, as amended, and also by the city. Program staff included the following: program director, materials specialist, community worker, English as a Second Language specialist, six bilingual teachers responsible for instruction in both languages (English and Spanish) in all academic areas in grades 1-3, six teacher aides, and a secretary. The program operated at the first through third grade levels in two schools. There were three program classes in each school, one at each grade level. Classes were generally divided into two main groups according to language dominance, and these groups were subdivided into smaller groups according to ability levels. With a teacher and an aide in each class, small group and individualized teaching techniques were the most frequently used instructional approaches. Class sizes ranged from a low of 17 to a high of 24 students. This report presents the summative assessment. The report first presents the evaluation procedures for program assessment. This is followed by a description of the program and a discussion of the instructional and management components. (Author/JM)

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Chelsea Public Schools
Chelsea, Massachusetts

Evaluation of the Chelsea Title VII Bilingual Program 1973-1974

UD 014860

HEURISTICS INC.

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INTRODUCTION

This report presents the evaluation of the Chelsea Bilingual Bicultural Program for the 1973-1974 academic year. The project was funded by ESEA Title VII and also received financial assistance from the city. Resurvision, Inc. was engaged to perform the evaluation of this second year of program operation. The evaluation was conducted under Office of Education guidelines for assessment of Title VII programs including an Educational Audit. The evaluation focused on the assessment of the degree of accomplishment of product objectives for each component of the program.

This report presents the summative assessment of the program. Formative assessment was provided orally to the project director continuously during the year and in the written Interim Evaluation Report submitted in February, 1974.

The report first presents the evaluation procedures for program assessment. This is followed by a description of the program and a discussion of the instructional and management components.

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As part of the assessment of the Chelsea Title VII program the following activities were performed by the evaluators with the cooperation in many instances of appropriate program staff members:

1. Assistance in the revision and specification of program objectives.
2. Construction and refinement of the evaluation design.
3. Selection and/or construction of appropriate measuring instruments.
4. Construction and analysis of various data collection forms.
5. Construction and analysis of attitude instruments for teachers, aides, and PAC members.
6. On-site classroom observations.
7. Interviews with program staff members.
8. Review of program plans.
9. Analysis of test results.
10. Provisions of regular feedback to the project director.
11. Preparation of written reports.

schools. The net result of this mobility was that attendance data was provided for a total of 124 students--59 at the Williams and 65 at the Shurtleff--and for no more than 115 students for any one month.

The attendance data are presented in Tables 4 and 5. Table 4 present the attendance by the month, i.e., the number of students present for a certain percentage of school days each month from September through April and the percentage of students present at least 80% of the time. Examination of Table 4 shows that for September the percentage of students in attendance at least 80% of the time was very high (97%). This percentage decreased steadily from September through January and then began to increase from January through April. This pattern was also reflected in the separate schools; however, the attendance rate was consistently higher at the Shurtleff than at the Williams.

The attendance data were also analyzed to provide an overall estimate of the students' consistency of attendance. The analysis involved the tabulation of each student's daily attendance during the length of time he or she was registered for the program. For most of the students the length of time (September-April) was 142 and 146 days at the Williams and Shurtleff schools respectively. (The reason for the 4-day difference between the two schools was the conflagration in October that destroyed nearly 20% of the city of Chelsea resulting in the closing of the Williams school, which was on the periphery of the fire, for four days.) The number of students present for decreasing percentages of the total number of days was established for each school and the combined schools. A sum-

Table 4

Number of Students in "Percent-of-Time Present" Intervals by Month and School

Percent-of-Time Present Interval	September		October		November		December		January		February		March		April	
	W*	S*	W*	S*	W*	S*	W*	S*	W*	S*	W*	S*	W*	S*	W*	S*
100	33	37	22	29	15	20	5	12	9	14	13	30	17	18	9	15
95 - 99	-	-	-	5	-	4	13	16	-	2	13	1	10	10	15	18
90 - 94	6	12	18	9	14	15	11	5	8	14	-	5	-	1	-	7
85 - 89	7	4	6	4	8	6	9	11	11	6	6	5	4	10	12	10
80 - 84	6	2	-	6	6	6	6	4	6	6	4	4	8	7	6	4
75 - 79	2	1	3	1	3	2	2	2	9	5	4	4	5	5	1	1
70 - 74	-	-	-	1	3	2	3	4	5	3	4	2	5	2	4	1
65 - 69	-	-	4	-	1	-	2	1	1	-	5	1	1	3	1	2
60 - 64	-	-	1	1	1	-	-	2	1	1	2	3	1	1	2	-
55 - 59	-	-	-	-	2	-	1	-	1	1	-	1	1	-	-	1
50 - 54	-	-	-	1	1	-	1	-	1	1	2	-	-	3	1	-

Table 4 (cont.)

Percent-of-Time Present Interval	September W*	S*	October W*	S*	November W*	S*	December W*	S*	January W*	S*	February W*	S*	March W*	S*	April W*	S*
Below 50	-	-	-	-	-	2	-	-	1	3	-	2	1	2	2	2
Total by School	54	56	54	57	54	57	53	57	53	56	53	58	53	62	53	61
Combined Total	110		111		111		110		109		111		115		114	
Percent of Students Present ≥80%:																
by School	96	98	85	93	80	90	83	84	64	75	68	78	73	74	79	89
Combined Schools	97		89		85		84		70		73		74		84	

*W = Williams School
S = Shurtleff School

mary of the analysis is presented in Table 5.

Table 5

Number of Students in "Percent-of-Time Present" Intervals by School Over an Eight Month Period (September - April)

Percent-of-Time Present Interval	School: Williams N	Williams %	Shurtleff N	Shurtleff %	Total N	Total %
100	-	-	1	2	1	1
95 - 99	13	22	23	35	36	29
90 - 94	17	29	14	21	31	25
85 - 89	10	17	10	15	20	16
80 - 84	7	12	8	12	15	12
75 - 79	7	12	3	5	10	8
70 - 74	4	6	3	5	7	5
65 - 69	1	2	-		1	1
60 - 64	-		-		-	
55 - 59	-		1	2	1	1
50 - 54	-		-		-	
Below 50	-		2	3	2	2
Total	59	100	65	100	124	100

Inspection of Table 3 indicates that overall student attendance was very good. The table shows that 103 of the 124 registered students (83%) attended school at least 80% of the time, and that more than half of them (69 of 124 students or 55%) were present at least 90% of the time.

The principal factor affecting the rate of attendance was sickness. In many cases, however, "sickness" was the excuse when unsuitable clothes or footwear for inclement weather, sick parent or sibling were the real causes. Suspected or known cases in this category were reported to the community liaison person who investigated and acted accordingly, i.e., by referring the family to the proper social agency or by serving as a counselor for the family. Another factor affecting the attendance in a few cases was that some students were marked absent before the school had become aware that the family had moved.

Schedules

The bilingual program operated in the participating schools according to the schedule established by the Chelsea school system. The school day began at 8:30 A.M. and ended at 2:00 P.M. for a 330 minute school day or 1650 minute school week. The distribution of time was in terms of minutes per day for the major subjects of language arts, reading, spelling, mathematics, and ESL-SSL, and for the non-instructional periods of opening exercises, recess, and lunch. The time distribution was in minutes per week for such subjects as writing, science, and social studies. Except for SSL (Spanish as a Second Language) and ESL (English as a Second Language), instruction in the academic subjects was

generally presented in the students' native language by the program's teachers and aides. Instruction in the core academic subjects (physical education, music, and art) was generally conducted in English by core program teachers approximately every two weeks, and not weekly as indicated in the class schedule. The schedules for two Spanish and English dominant students are presented in Tables 6 and 7.

The class schedules for the Spanish dominant students varied slightly within and across the two schools. This variance was attributable to the fact that some Spanish dominant students received additional ESL instruction daily from the ESL specialist. She served those students who had little or no English language ability and those students who, in the opinion of the classroom teacher, would benefit the most from additional English language instruction. The length of the instructional period was approximately 30 minutes; students left their regular classroom to go to another room for ESL instruction. At the Stuntzoff, the other "room" was the cost room of each classroom; at the Williams there was a separate room available. The ESL instructor's schedule was arranged so that she was at the Stuntzoff school in the morning and at the Williams in the afternoon. Next year, the schedule should be arranged so that for a period of time she will be at one school in the morning and for another period of time at the same school in the afternoon.

Teacher schedules also varied somewhat for the six teachers in the two schools. This variance was attributable to teacher preference for and competence

Exhibit 4

Spanish Dominant Student Activity Schedule and Distribution of Time in Minutes per Week (Minutes per Day)

Activity	Grade 1 Minutes Per		Grade 2 Minutes Per		Grade 3 Minutes Per	
	Week	Day	Week	Day	Week	Day
Opening Period	60		60		60	
*Spanish Language Arts oral, written	150	30	150	30	150	30
*Spanish Reading oral, silent, phonics	375	75	375	75	360	72
ESL oral oral, written	200	40	200	40	250	50
Mathematics	160	32	160	32	185	37
*Spelling			100	20	100	20
Integrated Language Arts	80		80		80	
Science	15		15		15	
Social Studies	80		80		80	
Morning	100		100		100	

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(Teacher Questions-Student Responds) and involving them in a discussion of some visual experience (Student Discussion-Teacher Directed).

For the 76 regular bilingual classes observed in approximately 34% of the observations students were not divided into groups. In 17% of the observations the classes were divided into two groups; the remaining observations (49%) found the classes divided into three or more groups. When classes were recorded as ungrouped it did not necessarily mean that teachers were conducting "large group" lessons, since individual work with the same materials by all in a class was recorded as an "ungrouped" observation, as in the mathematics classes using a basic text designed for individualized instruction.

The 76 classroom observations provided the opportunity for 86 entries on the interaction dimension. This difference between visits and entries was due to changes in content area during an observation. During all the observations (86), teachers were observed to be involved in small group instruction 54% of the time, in individualized instruction 35% of the time, and in classroom monitoring 6% of the time. In the remaining time (5%) they were either absent from the classroom (3 observations) or involved in non-instructional activities (1 observation). The student-teacher interaction technique most often observed (67% of the time) was recorded under the category "Teacher Questions-Student Responds" (student responds to a given stimulus question). For the remaining percentage of time (33%) students were involved in teacher-guided discussions.

During the 86 observations of classroom activities obtained from the 76 classroom visits, aides were observed performing instructional activities 73% of the time. Their remaining time (27%) was spent in non-instructional activities such as preparing materials and correcting papers (15%) and in various duties which took them out of the classroom (12%). During the observations of classroom activities the instructional method used by the aides most often was the small group technique (41% of the time). They were observed in individual instruction 23% of the time (this method occurred most often during the math period), and in monitoring the class 9% of the time. The interaction technique (student-teacher interaction) most often used by the aides was question-response techniques (83% of the time); the guided discussion method was employed the remaining 17% of the time.

The content areas for which instruction was occurring during the classroom observations are shown in Table 9. (It should be noted that for the 86 entries on the interaction dimension that on four occasions for the teachers and 22 occasions for the aides they were either not present or engaged in non-instructional activities at the time--but never at the same time. Hence, the 82 and 64 total entries for teachers and aides respectively in Table 9.) Examination of the table shows that for 50% of the observations the teachers were involved in content areas (reading in English and language arts) associated exclusively with English dominant students; and that for approximately 58% of the time the aides were involved in subject matter associated with the Spanish dominant students. Only two teach-

ers were involved in the 11 observations (13.4%) of reading in Spanish with Spanish dominant students; and only two aides were involved in the nine observations (14%) of reading and language arts in English with English dominant students. Even in mathematics, which was usually presented on an integrated basis, the observation was that teachers usually spoke in English and the aides in Spanish. The observational data, supported by interview data, suggest that for the majority of teachers the instructional language was English and for the majority of aides the instructional language was Spanish. This situation apparently evolved because the majority of teachers were native English speakers who lacked confidence in their Spanish language ability, and the majority of aides were native Spanish speakers who had limited English langauge ability. To help correct this situation (if indeed it does need correcting), the evaluators suggest that the director give more weight to fluency in both langauges in hiring new teachers and aides when the program is extended to the fourth grade next year.

Bilingual Education in General

Teachers unanimously agreed that bilingual education is important and valuable, and is not an educational fad. The majority of teachers and aides considered it a practical approach to the education of non-English speaking children that would neither impede their overall education nor retard the "Americanization" process. Teachers and aides also indicated that bilingual education was as beneficial to English dominant students as it was for Spanish dominant students, and that the education received by English dominant participants was not inferior to that of their peers in the regular school program.

Table 9

Number and Percent of Classroom Observations of Teachers and Aides by Content Area

Content Area	Observations			
	Teachers		Aides	
	N	%	N	%
Reading in English (Eng. Dom.)	25	30.5	2	3.1
Reading in Spanish (Span. Dom.)	11	13.4	24	37.5
English Language Arts	16	19.5	7	10.9
Spanish Language Arts	1	1.2	13	20.3
Mathematics (Integrated)	21	25.6	11	17.2
English-Second Language (ESL)	3*	3.7	-	-
Spanish-Second Language (SSL)	-	-	4	6.2
Social Studies	2	2.4	-	-
Handwriting (Integrated)	1	1.2	2	3.1
Spelling	1	1.2	-	-
Music	1	1.2	1	1.6
Total	82	99.9**	64	99.9

* There were 12 additional observations of ESL instruction presented by the ESL Specialist

** Percentage does not equal 100 due to rounding errors

Bilingual Education in Chelsea

Unanimously, the professional and paraprofessional teaching personnel believed that there was a need for a bilingual program in the city, and that the cultural educational experience would enrich the lives of those students who participated in it. All of the teachers and most of the aides felt that it was useful for English speaking students as well as Spanish speaking students to learn the Spanish language in school, and for Spanish speaking students to study their academic subjects in their native language. Program personnel indicated that, in their opinion, participating students enjoyed the program. Half of the teachers, however, felt that non-program teachers did not approve of the program. This may suggest an area for further investigation and for dissemination of program information.

Program Administration

The bilingual instructional staff (teachers and aides) agreed that the program was well planned and organized, and that the program administrators were responsive to their individual needs. Unanimously the aides agreed that the director was available to assist them in any way possible, however, approximately half of the teachers did indicate a desire for more personal contact with the director. The staff indicated that they were helped and had sufficient contact with the curriculum, ESL, and community liaison specialists.

Communication

A majority of both teachers and aides agreed that communication among program personnel within schools, and among program personnel and non-program personnel within schools was good. However, communication among program personnel between schools should be improved, though the morale of both teachers and aides was high.

Instructional Preparation and Training

Nearly all of the teachers indicated that their academic training was adequate preparation for teaching in the program, that they understood the methodology of bilingual classroom instruction, that the wide range of English language competency in the classroom did not make the teaching situation difficult, and that, although there were special problems in teaching a bilingual class, they preferred teaching a bilingual class to a regular (non-bilingual) class. They also said that they knew the objectives of the program, and that their teaching was related directly to these program objectives.

The aides unanimously considered themselves competent to provide academic instruction to students, however, the majority indicated a desire for training in bilingual instruction, teaching methods, and in classroom management.

Instructional Conditions and Materials

Concerning the instructional conditions of the classrooms, the majority of teachers agreed that the class sizes were appropriate for individualized instruction. Only rejected, however, the statement that the physical characteristics of their classrooms were appropriate for bilingual instruction. Their reasons for this response should be investigated. A may suggest a need that may be met through appropriately designed in-service programs. Most of the teachers also agreed that they were satisfied with the amount of audio visual materials available for use in the classrooms. The observer, however, saw the use of audio visual equipment in the classrooms on only two occasions - a recording in a music class, and a film in a math class.

The majority of teachers and aides agreed that the amount of instructional materials provided were sufficient and in good condition. However, only half of the teachers and aides agreed (with the other half disagreeing) that the quantity of general school supplies (e.g., pencils, paper, erasers, chalk) were adequate.

Staff and In-service Meetings

In general, teachers were divided in their attitude toward the number and effectiveness of staff meetings. Most of them agreed that the number of meetings held this year was satisfactory, yet the majority indicated that they were uncertain whether or not the number should have been increased. The majority of teachers indicated that the meetings did not provide them with inter-

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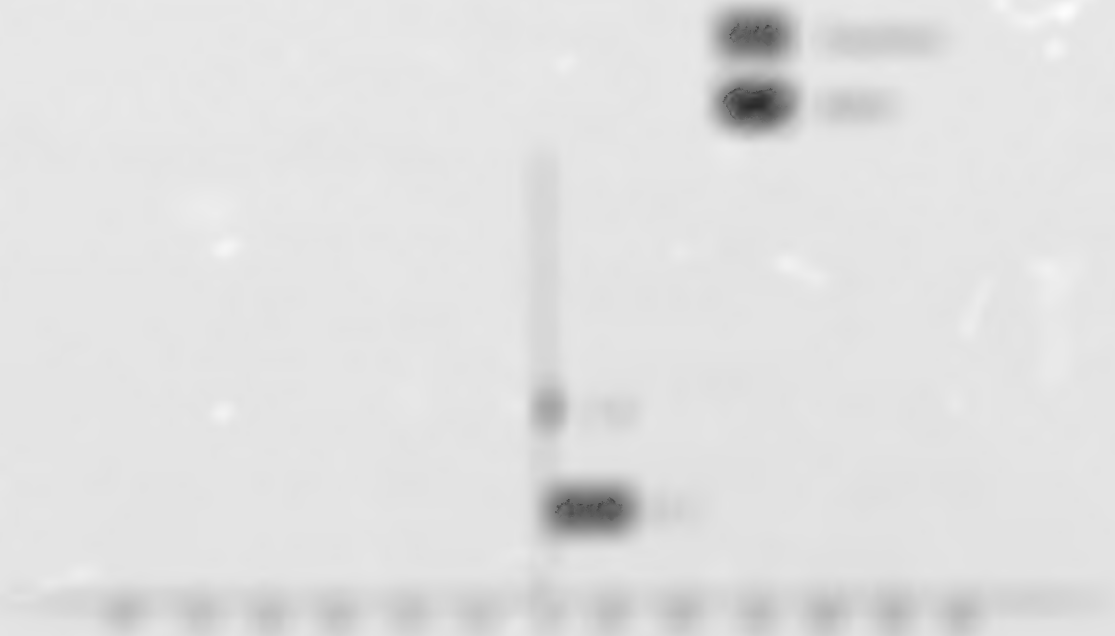

Instructional Component

Introduction

The product objectives of the Instructional Component focused on student achievement in the academic areas of reading (English and Spanish), mathematics, language arts (English and Spanish), and the production of Spanish and English speech sounds and grammatical structures.

During October, 1973 English dominant students were administered Comprension del Lenguaje Oral from the Inter-American Series and selected subtests from appropriate levels of the 1970 edition of the Metropolitan Achievement Tests. At the same time, Spanish dominant students were administered appropriate levels of the Prueba de Matematica, Prueba de Lectura, and the English Oral Productive Tests. In addition, their achievement in language arts was assessed by a teacher-completed Language Arts Checklist.

Post-testing for all students with all tests took place during the first part of May, 1974 producing approximately a seven month interval between testing sessions. Pre and posttests were administered by the same instructional personnel. Testing procedures were observed by the evaluators, auditors, and program administrators and no irregularities were noted.

In evaluating the Instructional Component objectives which are the same except for grade level, have been combined to form one objective. (This method was recommended by the auditor also.) The consolidated objectives, however,

carry the objective numbers used in the Evaluation Design of each objective that contributed to their formulation. For example the objective 2-E-3.0 reads--second grade, English dominant students, objective 3.

Evaluation by Objective

Product Objectives 1-S-1.0, 2-S-1.0, 3-S-1.0:

> Spanish dominant students in grades 1-3 will demonstrate increased proficiency in reading in Spanish as measured by the Prueba de Lectura. Minimum acceptable level of performance is a 50% increase in the mean raw score.

Evaluation

In October, 1973 and May, 1974, Spanish speaking students were administered the Prueba de Lectura--Level 1 to grades 1 and 2 and Level 2 to grade 3. The test measures Spanish reading skills and has items for which the student must mark the correct picture from four alternatives which corresponds to a printed stimulus. Level 1 has 40 items in each of two parts--Vocabulary and Comprehension; Level 2 has 110 items in three parts--Level of Comprehension (40 items), Speed of Comprehension (30 items), and Vocabulary (40 items). At each level the parts are combined to produce a Total Reading Score.

Using correlated data, pre and post means were compared to the criterion; in addition, pre- and post-test scores were analyzed with t-tests for correlated data. The results of these analyses are presented in Tables 11 and 12 and Figure 3.

Examination of Table 11 indicates that the performance in reading in Spanish at all three grade levels surpassed the criterion stated in the objective. The greatest pre-post gain--35 raw score points--was exhibited by grade one students. A gain this large, however, is not surprising: the low pretest mean allowed the students to make a dramatic growth in achievement. The achievement gains made in all grades were statistically significant as shown in Table 12. Additionally, a perusal of the posttest standard deviations shows considerable heterogeneity in each grade in the ability measured (i.e., reading in Spanish).

Table 11

Pre-Post-test Means on the Prueba de Lectura for Spanish Dominant Students in Grades 1 - 3

Grade	Test Level	Pre-test $\bar{X}$	Post-test $\bar{X}$	Criterion* $\bar{X}$
1 (N = 19)	1	8.6	43.7	12.9
2 (N = 17)	1	30.3	52.1	45.5
3 (N = 15)	2	28.3	49.3	42.5

*Criterion = Pre-test $\bar{X}$ + 1/2 Pre-test $\bar{X}$

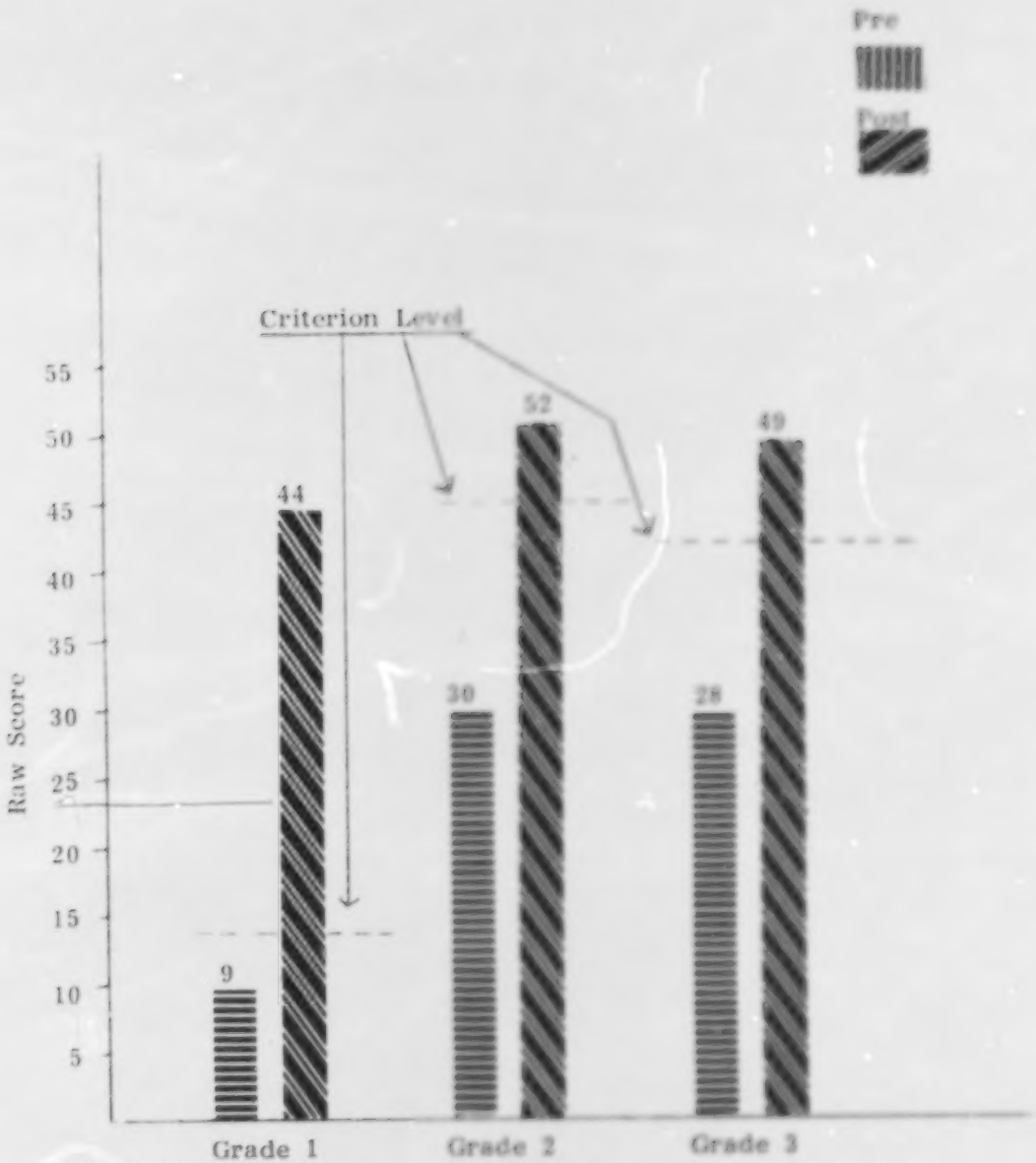

Figure 3: Pre- Post-test Raw Score Means on the Prueba de Lectura for Spanish Dominant Students in Grades 1 - 3

Table 12

Statistical Results of the Prueba de Lectura for Spanish Dominant Students in Grades 1-3

Grade	Test Level	Testing Session	Raw Score $\bar{X}$	S	t
1 (N = 19)	1	Pre	6.6	7.7	7.058**
		Post	43.7	20.9	
2 (N = 17)	1	Pre	30.3	21.5	4.758**
		Post	52.1	23.6	
3 (N = 15)	2	Pre	28.3	18.9	4.897
		Post	49.3	22.1	

*p < .01
**p < .001

Product Objectives 1-S-2.0, 2-S-2.0, 3-S-2.0

Spanish dominant students in grades 1-3 will demonstrate increased proficiency in English as a Second Language as measured by the English Oral Productive Test. Minimum acceptable level of performance is a 50% increase in the raw score mean.

Evaluation

The English Oral Productive Test is individually administered and assesses a student's ability to speak English as a second language. There are four levels of the test. For each item on the test the student is asked a question about a

stimulus picture, or asked to respond to a question which does not refer to a picture. Each level of the test has two parts--Word Meaning and Conversational Idiom--which combine to give a Total Score. The Maximum total score for the Primary Level is 86 (43 points for each part) and for Level I it is 84 (42 points for each part). In October and May, Spanish dominant students in grade 1 were pre- and post tested with the Primary Level and grades 2 and 3 with Level I of the English Oral Productive Test.

Pre and post raw score means were compared to the criterion stated in the objective. Moreover, raw scores were analyzed for statistical significance by the use of t-tests. The results of all analyses are presented in Tables 13 and 14, and in Figure 4.

A study of the data presented in Table 13 discloses that the criterion was achieved in grade 1 but not, however, in grades 2 and 3. In grade 2, the raw score criterion mean of 62 (computed from the pretest mean) represents an average raw score equivalent to approximately 74% of the test items answered correctly--not an unreasonable task. But the criterion mean for grade 3 (based on the pretest means) of 84 does seem unreasonable since an average score of this magnitude would mean a perfect or near perfect score for all students.

A look at the pre-post means and standard deviations in Table 14 show that while the students in grades 2 and 3 answered approximately 50% and 47% of the items correctly in October they varied widely in their ability to speak English; but by May they not only had raised their scores as a group, they also

become more homogeneous in their English speaking ability. A great deal of the credit for this overall improvement should go to the ESL specialist who worked with the lowest ability students. The scores of four students, two from each grade level, are cited as examples. Two grade 2 students with pretest scores of 1 and 5 achieved posttest scores of 32 and 31 respectively. Two grade 3 students with pretest scores of 4 and 5 obtained posttest scores of 34 and 32 respectively. Table 14 also shows that while the pre post mean differences for grades 2 and 3 were not large enough to achieve the criterion, they were large enough to be statistically significant.

Table 13

Pre-Post-test Means on the English Oral Production Test for Spanish Dominant Students in Grades 1-3

Grade	Test Level	Pre-test $\bar{X}$	Post-test $\bar{X}$	Criterion* $\bar{X}$
1 (N = 17)	Primary	35.5	48.9	38.3
2 (N = 23)	1	40.1	55.8	41.7
3 (N = 25)	1	51.9	64.3	45.9

*Criterion $\bar{X}$ = Pre-test $\bar{X}$ + 1/3 Pre-test $\bar{X}$

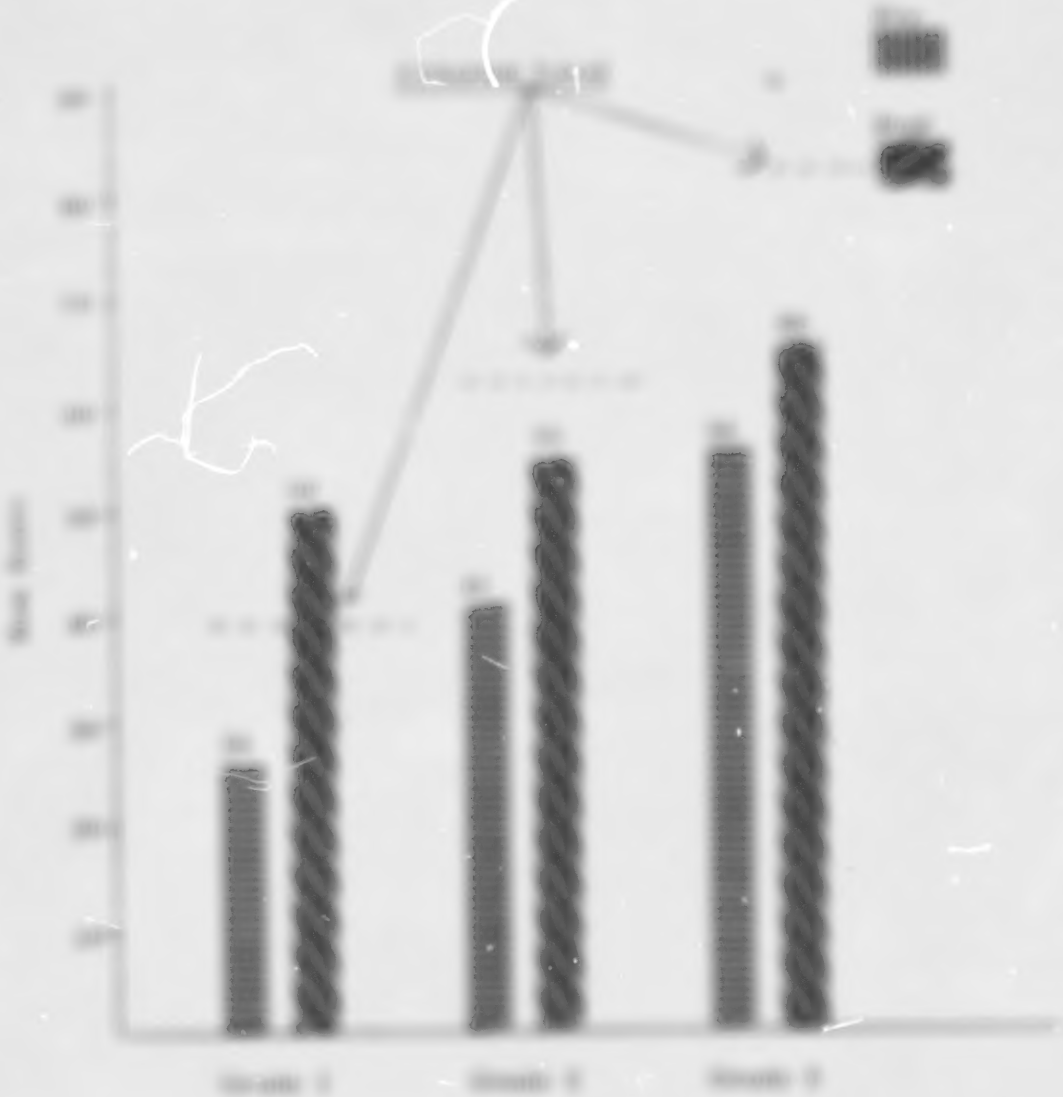

Table 4a

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Exhibit "A"

Statement of Net Obligations & Expenditures Relating Solely to Operations Conducted
Under Any Agreements Terminated, Modified, or Cancelled [illegible]

Description	Year 1 (Base)	Year 2 (Base)	Year 3 (Base)	Δ	Δ %
Category 1 — All Gas — Regulated, with Determinable Quantities					
1.1 Acquisition Transportation Credits	$[illegible]	$[illegible]	$[illegible]	$[illegible]	[illegible]
1.2 Accounts Payable, Gas Purchases	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1.3 Undistributed Cash Credit — Gas	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1.4 Liquidity Obligations to Certificate	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Category 2 — All Gas — Regulated, with Undetermined Quantities					
2.1 Acquisition Transportation Credits	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
2.2 Accounts Payable, Gas Purchases	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
2.3 Undistributed Cash Credit — Gas	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
2.4 Liquidity Obligations to Certificate	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
2.5 Contingent Asset Liquidity Obligations to Gas Acquisition Certificate	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
2.6 Net Credit to Undetermined Quantity	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
2.7 Accounts Debit Undetermined Gas Cash Credit Obligations	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

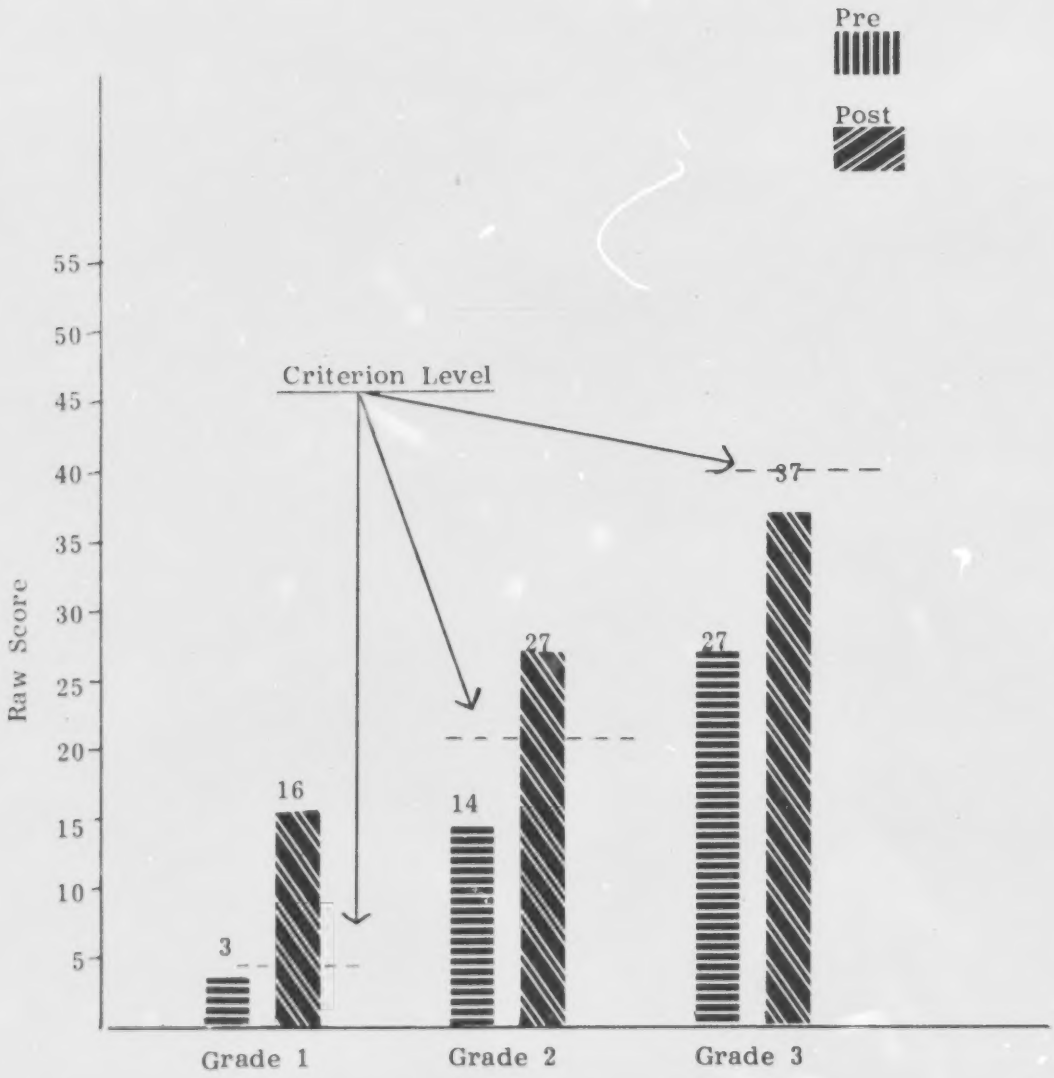


Figure 5: Pre- Post-test Raw Score Means on the Prueba de Matematica for Spanish Dominant Students in Grades 1 - 3

Product Objectives 1-S,E-1.0, 2-S,E-1.0, 3-S,E-1.0

Spanish and English dominant students in grades 1-3 will demonstrate increased proficiency in integrated language arts in Spanish and in English as measured by teacher ratings on a Language Arts Checklist. Minimum acceptable level of performance is statistical significance at the .05 level.

Evaluation

With the help of the teachers, the evaluators constructed an Objective Checklist Rating Scale to assess the progress of students in accomplishing the objectives of the integrated language arts content area. Three objectives were identified for this content area which brought together both groups of students--Spanish and English dominant. The same objectives were used for each grade level. Student performance was rated by the teacher on a five-point scale that ranged from 1 through 5 ("unable to perform" through "mastery"). Each student was rated on each objective three times during the year--October, February, and May. In analyzing the results, for which a Sign Test was used, only the first and last ratings were used. The results of the analyses are reported in Table 18. These data suggest that the Integrated Language Arts activities were highly effective in improving the Spanish and English dominant students' skills in this area. Although the students' showed statistically significant improvement in their performance of all objectives, fewest first grade students' made gains in performing objective #3, and fewest second grade students' made gains in performing objective #1. Spanish and English dominant students made comparable gains. Thus, these program objectives were accomplished.

Table 18

Results of the Objective Checklist Rating Scale for Integrated Language Arts for Spanish and English Dominant Students in Grades 1-3

Objectives	Spanish Dominant Pre > Post	Pre < Post	Pre=Post	z	p ≤
Grade 1 (N=23)					
1. The student will demonstrate an ability to work with others on a common task in science, social studies, art and music.	0	23	0	4.589	.001
2. The students will learn songs in English and Spanish.	0	19	4	4.130	.001
3. The students will compare and contrast the Puerto Rican, Cuban and mainland cultures.	0	10	13	2.846	.01
Grade 2 (N=8)					
1. The student will demonstrate an ability to work with others on a common task in science, social studies, art and music.	0	6	2	2.042	.05

Table 18 (cont.)

Objectives	Spanish Dominant				
	Pre > Post	Pre < Post	Pre=Post	z	p <
2. The student will learn songs in English and Spanish.	0	8	0	2.475	.05
3. The student will compare and contrast the Puerto Rican, Cuban and mainland cultures.	0	8	0	2.475	.05
Grade 3 (N=12)					
1. The student will demonstrate an ability to work with others on a common task in science, social studies, art and music.	0	10	2	2.848	.01
2. The student will learn songs in English and Spanish.	0	9	3	2.666	.01
3. The student will compare and contrast the Puerto Rican, Cuban and mainland cultures.	0	11	1	3.015	.01

Table 18 (cont.)

Objectives	English Dominant Pre > Post	Pre < Post	Pre=Post	z	p <
Grade 1 (N=12)					
1. The student will demonstrate an ability to work with others on a common task in science, social studies, art and music.	0	11	1	3.015	.01
2. The students will learn songs in English and Spanish.	0	11	1	3.015	.01
3. The students will compare and contrast the Puerto Rican, Cuban and mainland cultures.	0	10	13	2.846	.01
Grade 2 (N=18)					
1. The student will demonstrate an ability to work with others on a common task in science, social studies, art and music.	0	11	7	3.015	.01
2. The students will learn songs in English and Spanish.	0	18	0	4.907	.001

Table 14 (cont.)

Objectives	English Document				
	Pre > Post	Pre < Post	Pre=Post	z	p <
3. The students will compare and contrast the Puerto Rican, Cuban and mainland cultures.	0	17	1	3.981	.001
Grade 3 (N=11)					
1. The student will demonstrate an ability to work with others on a common task in science, social studies, art and music.	0	9	1	2.666	.01
2. The students will learn songs in English and Spanish.	0	11	0	3.015	.01
3. The students will compare and contrast the Puerto Rican, Cuban and mainland cultures.	0	11	0	3.015	.01

Product Objectives 1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6

English dominant students in grades 1-3 will demonstrate increased proficiency in reading in English as measured by the total reading subtest from the appropriate level of the Metropolitan Achievement Tests, 1970 Edition. Minimum acceptable level of performance is a statistically significant gain (.05 level) in the mean standard score resulting in a 10 point gain in percentile ranks for grade 1 students and an average gain of one grade equivalent month for each month in the program for grade 2 and 3 students.

Evaluation

Assessment of reading in English was based on an analysis of the pre-post scores obtained on the reading subtests from the 1970 edition of the Metropolitan Achievement Tests. Three levels of the test were used on a pre-post basis: grade 1, Primer - Primary I; grade 2, Primary I-Primary II; grade 3, Primary II - Primary III. The Total Reading subtest is obtained by combining the results of two separate subtests - Word Knowledge, which measures the "extent of pupils' reading vocabulary," and Reading, which measures the "pupils' comprehension of written material." At the Primer level, however, the skills assessed by the separate subtest at the other levels are included in the Total Reading subtest. Raw scores on the Metropolitan can be converted to standard scores, grade equivalents, percentiles and stanines except for the Primer level which does not provide grade equivalent scores. Standard scores on the Metropolitan within a single subtest area are directly comparable from level to level.

Students were administered the subtests in October and May. Raw scores were converted to standard scores which were then compared to the criterion

oral proficiency scores over the conventional tests. The results of the analyses are presented in Tables 10-12 and in Figures 4 and 5.

The data analysis for grade 1 students indicates that the initiative served its two objectives quite effectively. As a group, they improved their percentile ranking by 30 points over 3 years (40 was the pre-post standard score mean difference and statistically significant at a probability level less than 0.01 by .001) meaning that a mean difference of such a magnitude could occur by chance less than once out of every thousand times (Tuckey 21). Furthermore, the data presented in Table 10 indicates that, as a group, the students were reading their grade placements at the time of post testing as measured by the Total Reading subtest from the Primary I battery of the Metropolitan Achievement Tests.

Students in grades 2 and 3 also attended the initiative twice per week for two periods. Both grades achieved an average monthly grade equivalent (G.E.) gain of at least one month for every month in the program. In addition the treatment group showed differences were statistically significant. These findings are presented in Tables 10 and 11. The grade levels by grade 1 students can quite clearly be seen by an examination of data in Table 10. On the average, at the time of pretesting, they were one months below grade level, but at the time of post testing they were two months above grade level. This means that they made a gain of one and one half years in grade equivalent scores in a seven month period in their overall reading ability. The findings presented in Table 10 are also graphically presented in Figure 5.

[illegible]

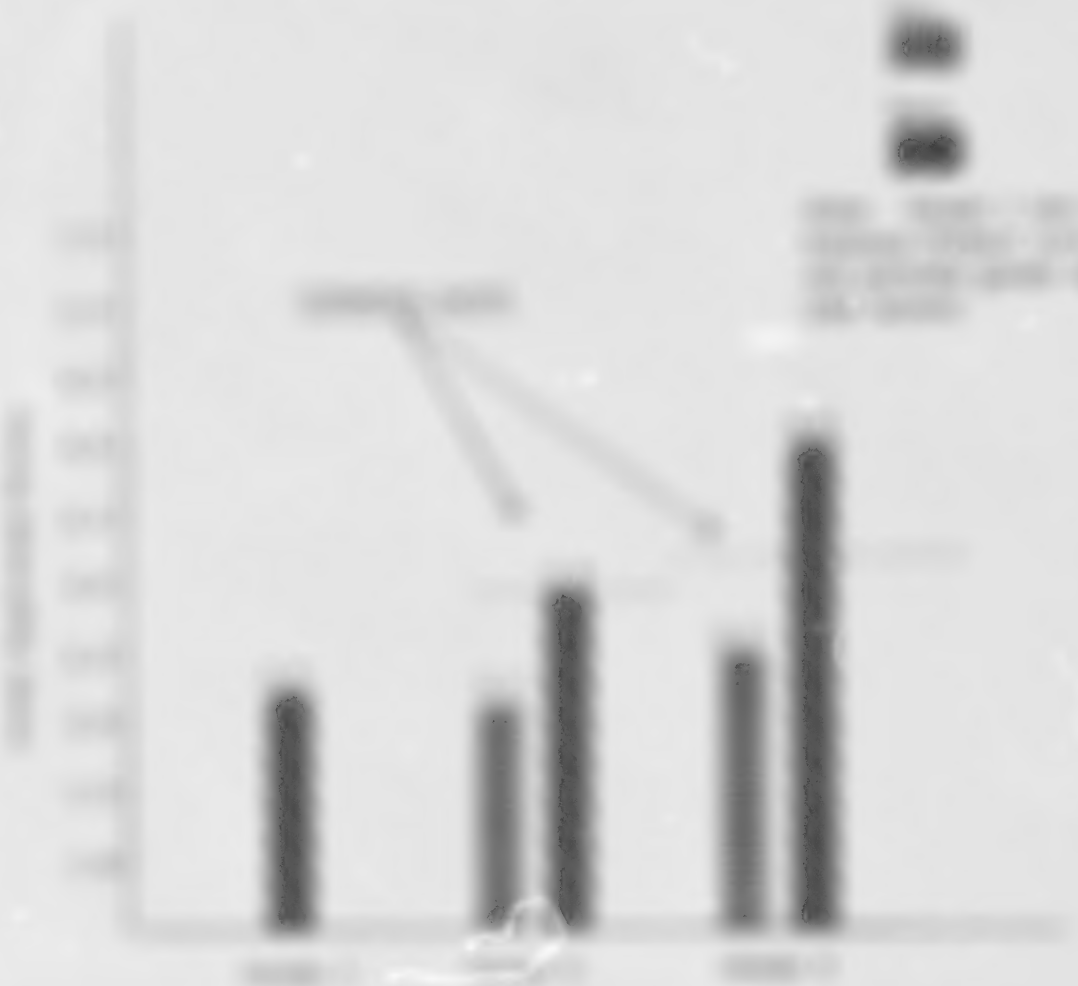
[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Table 10

Mean Scores, Scales, Standard Score Means, Grade Equivalents, and Grade Placements
for Grades 1-3 English Sentence Students on the SRA Reading Index
Form One, Intermediate, Achievement Tests

Grade	Test Level	Standing Achieved	Mo. S	Yr. S	Minutes S	S. D. Difference Adj. Months	Grade Placement	T-test Significant Difference vs. Students	Average S. D. Gain per Month vs. Students	Average S. D. Gain per Month Difference vs. Students
1	Primary 1	Beg.	85.9	90.3	5.1	1	0.1	0	0	0
167-181	Primary 2	Mid	90.1	10.0	5.0		0.15			
2	Primary 3	Beg.	95.0	95.3	5.2	10	0.1	5	0.5	4
182-194	Primary 4	Mid	95.1	00.0	5.0		0.0			



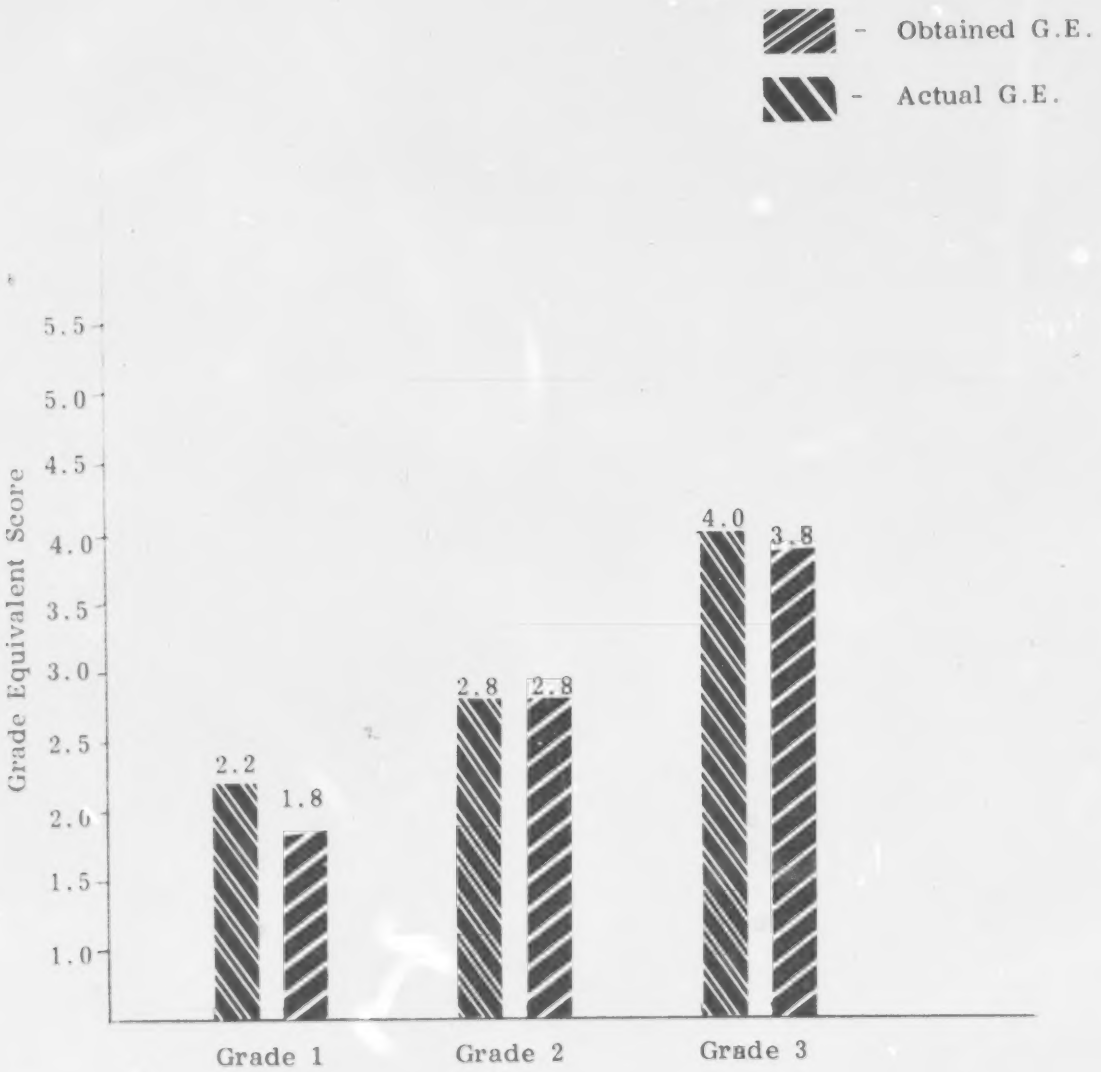


Figure 7: Comparison of Obtained Grade Equivalent Means (Post-test) and Actual Grade Placement at Time of Post-testing on the Total Reading Subtest for English Dominant Students, Grades 1 - 3

Table 23

Pre-Post-test Means on the Comprension del Lenguaje Oral for English Dominant Students in Grades 1-3

Grade	Pre-test $\bar{X}$	Post-test $\bar{X}$	Criterion* $\bar{X}$
1 (N = 11)	3.5	13.8	5.3
2 (N = 10)	17.4	22.1	26.1
3 (N = 10)	17.2	19.0	25.8

*Criterion $\bar{X}$ = Pre-test $\bar{X}$ + 1/2 Pre-test $\bar{X}$

In order to reach the criterion level established in the objective, students in each grade had to demonstrate an average gain of 50% using the pretest average score as the base. Inspection of Table 23 shows that only grade 1 students met the criterion. This was not difficult for students in the first grade, since an average increase of only two additional correct items would have been sufficient to reflect a 50% increase in the pretest mean. Initially, grade 2 and 3 students answered approximately 58% of the items correctly; the posttest means indicate approximately 74% of the items were answered correctly in grade 2 and 63% in grade 3. This reflects an approximate gain for grade 2 students of 17% and a 6% gain for grade 3 students. The results of the t-test for correlated data, which

are shown in Table 24, indicate that the achievement gains for grades 1 and 2 were significant, but not significant for grade 3. Figure 8 presents a graph of the pre-post results.

Table 24

Statistical Results of the Comprension del Lenguaje Oral for English Dominant Students in Grades 1 - 3

Grade	Testing Session	Raw Score $\bar{X}$	S	t
1 (N = 11)	Pre	3.5	3.1	7.692**
	Post	13.8	3.7	
2 (N = 10)	Pre	17.4	4.9	2.492*
	Post	22.1	4.1	
3 (N = 10)	Pre	17.2	3.6	1.369
	Post	19.0	9.4	

* $p < .05$
** $p < .001$

The test requires that students understand the Spanish for the following kinds of test tasks: single words, such as book, animal, teacher, and circle; short phrases, such as two pencils, little glass, and little brother; and longer phases, such as the thing that can give us light and little house were my dog

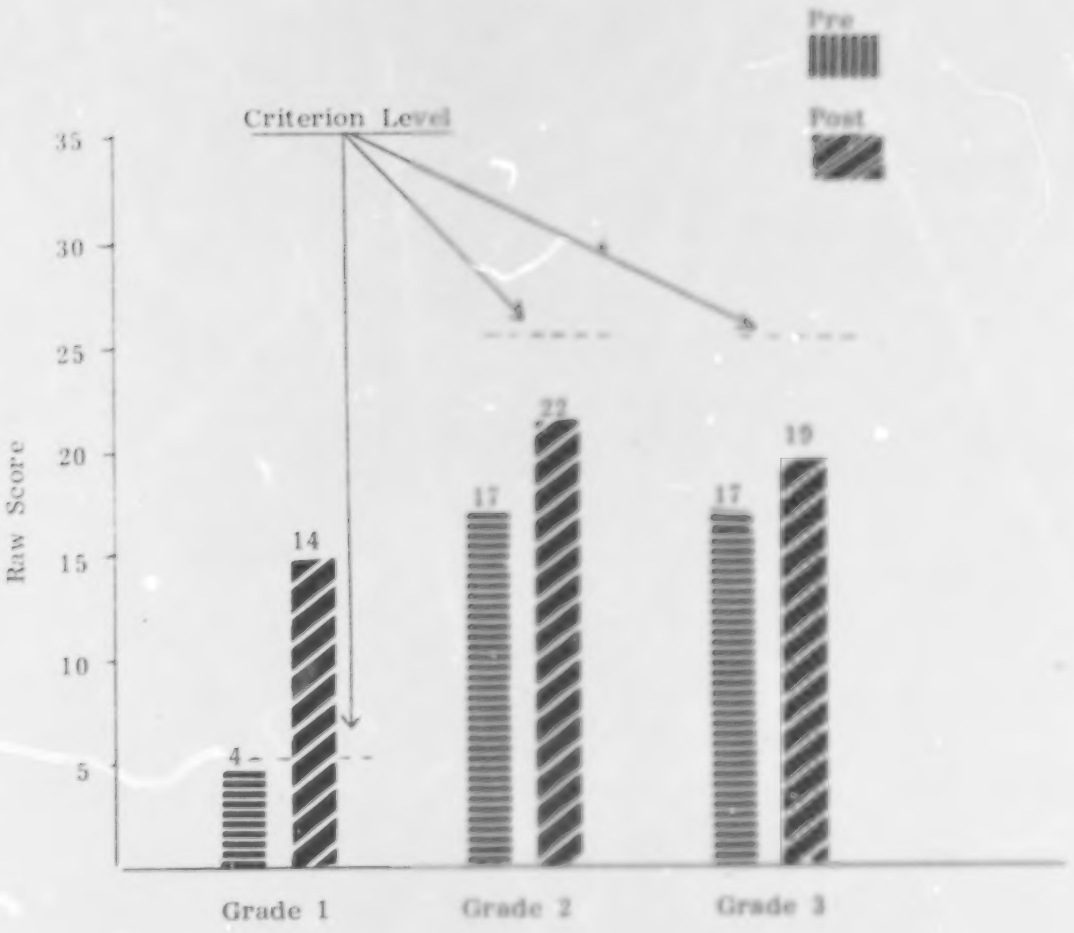


Figure 8: Pre- Post-test Raw Score Means on the Comprension del Lenguaje Oral for English Dominant Students in Grades 1 - 3

sleeps. An analysis of the items that were answered correctly by students in all three grades indicates that most of the single word items were the items answered correctly by the majority of students, particularly those in the second and third grades; that some of the students in grades 2 and 3 correctly answered some of the short phrase items; and that a few students in grades 2 and 3 correctly answered some of the long phrase items.

Product Objectives 1-E-3.0, 2-E-3.0, 3-E-3.0:

> English dominant students in grades 1-3 will demonstrate increased proficiency in language arts as measured by the Word Analysis subtest from an appropriate level of the Metropolitan Achievement Tests, 1970 edition. Minimum acceptable of performance is a statistically significant gain (.05 level) in the mean standard score resulting in a 10 point gain in percentile ranks for grade 1 students and an average gain of one grade equivalent month for each month in the program for grade 2 and 3 students.

Evaluation

The Word Analysis subtest (Listening for Sounds at the Primer Level) was administered to English speaking students to assess their language arts performance. This subtest measures the students' "knowledge of sound-letter relationships and skill in decoding." For each item, the student must "identify a dictated word from among several words with similar configurations and sound patterns." (Refer to the reading objectives 1-E,2-E, and 3-E-1.0 for the levels of the Metropolitan used for pre-posttesting for grades 1-3.)

Obtained raw scores on this subtest were converted to standard scores and to percentiles (for grade 1 students) and standard scores and grade equiva-

tests (for grade 1 and 2 students). Tables 25-28 present the results of the analyses. Tables 25-26 present raw score means, standard score means, and the percentile equivalents (grade 1) and grade equivalents (grade 2 and 3) of the standard score means. Table 27 reports the results of the significance tests for correlated data. Table 28 shows where the average student was in grade equivalency, and where he/she should be at post-test time according to national norms. The results are graphically summarized in Figures 9 and 10.

Test results indicate that the criterion was attained at all three grade levels. Table 25 shows that grade 1 students surpassed their criterion by achieving a 58 point percentile gain. Table 26 shows that grade 2 and 3 students attained their criterion by achieving an average monthly grade equivalent gain of 1.7 and 2.1 months respectively; and Table 27 shows that the achievement gains the students made in their language arts ability were significant ($p < .001$) at all grade levels. A graph of the results given in Table 26 are presented in Figure 9. Furthermore, a closer scrutiny of Table 26 reveals that grade 2 students began one month below grade level (pre-test) and ended four months above (post-test) for a gain of 12 months growth in a seven month period, and that grade 3 students began (pre-test) three months below and ended five months above grade level during the same time interval. This represents an achievement gain of 1.2 years and 1.3 years in grade equivalent scores for grades 2 and 3, respectively, during a seven month (0.7 years) period. These results are striking.

Table 35

Raw Score and Standard Score Means and Percentile Ranks for Grade 1 English Dominant Students on the Word Analysis Subtest from the Metropolitan Achievement Tests (N=111)

Test Level	Testing Session	Raw Score $\bar{X}$	Standard Score $\bar{X}$	Percentile	Percentile Gain	Percentile Gain for Criterion
Primer	Pre	11.3	37.9	33	28	19
Primary 1	Post	33.4	48.3	86		

Table 20

Raw Score Means, Standard Score Means, Grade Equivalents, and Grade Placement of Costing for Grade 1 and 2 English Dominant Students on the Stark Analysis Subtest from the Bilingual/Bicultural Achievement Tests

Grade	Test Level	Testing Materials	RW E	RW C	Attainment G. E.	G. E. Difference (vs. Baseline)	Grade Placement	Grade Placement Difference (vs. Baseline)	Average G. E. Gain per Month (vs. Baseline)	Average G. E. Gain per Month for Continuity (vs. Baseline)
2 (N=136)	Elementary 1	Pre	34.8	40.9	3.0	NA	3.1	0	0.0	0
	Elementary 1	Post	47.6	56.3	3.5		3.8			
3 (N=136)	Elementary 2	Pre	38.0	39.7	3.8	NA	3.1	0	0.0	0
	Elementary 2	Post	40.1	66.9	4.3		4.8			

Table 37

[illegible] Results Using Standard Scores on the Word [illegible] Subtest from the Metropolitan Achievement Tests for English Monolingual Students in Grades 1-3

Grade	Test Level	Scoring Procedure	Standard Scores		
			X	SD	t
1 (N = 32)	Primary	Raw	37.0	9.7	0.2477
	Primary 1	Std	36.0	11.0	
2 (N = 34)	Primary 1	Raw	51.0	7.1	0.3857
	Primary 2	Std	50.0	7.9	
3 (N = 30)	Primary 2	Raw	61.7	6.0	1.3857
	Primary 3	Std	60.0	6.6	

* p < .001

Table 38 summarizes the grade-level results in terms of the obtained grade equivalents and the grade placements of the students in the New Mexico Lobo(s) versus the grade norm. The results indicate that the students in a group in 2nd grade(s) were above grade level in their language arts ability. These findings are also presented in Figure 30.

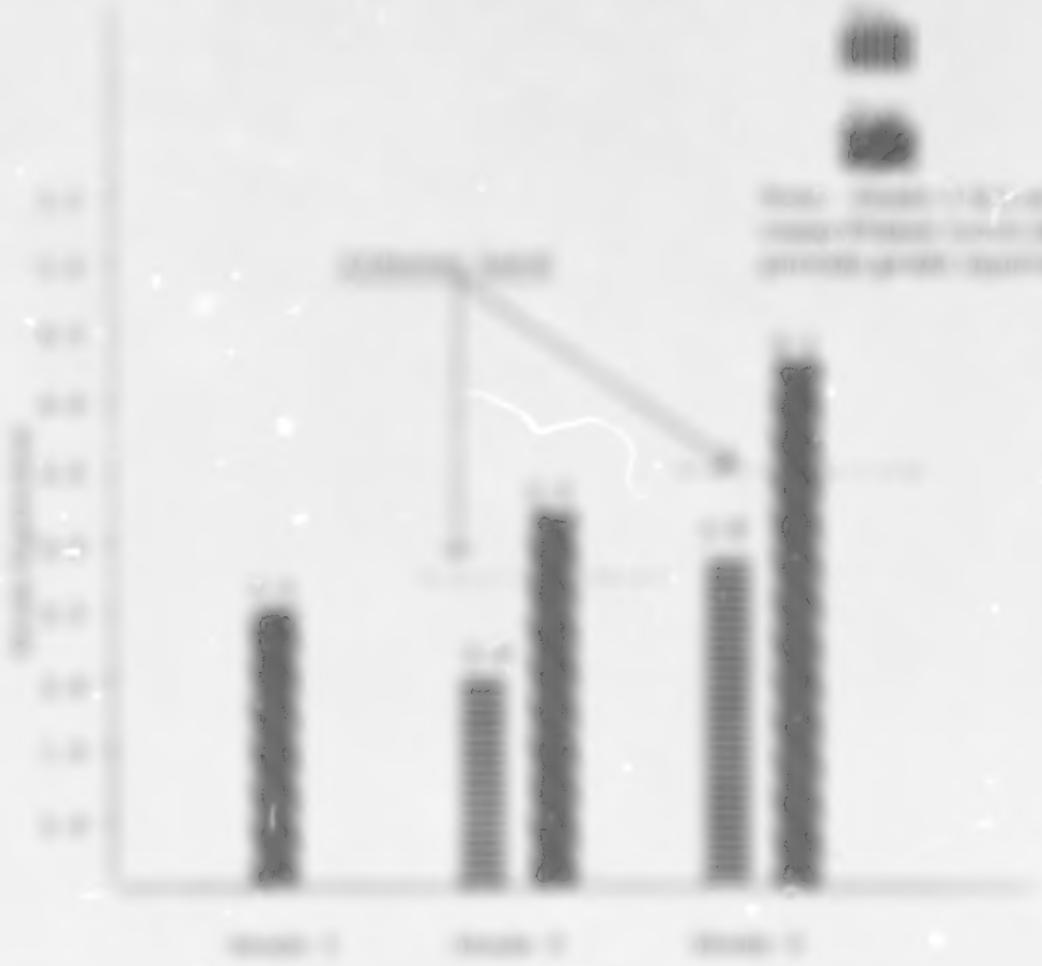


Figure 4 : Comparaison of the Fruit Set Grade Distribution Between Fruits Less Than Grade 1 on the Main Axillaries Inflorescences and Fruits Less Than Grade 1 on the Secondary Axillaries Inflorescences

Annex [illegible]

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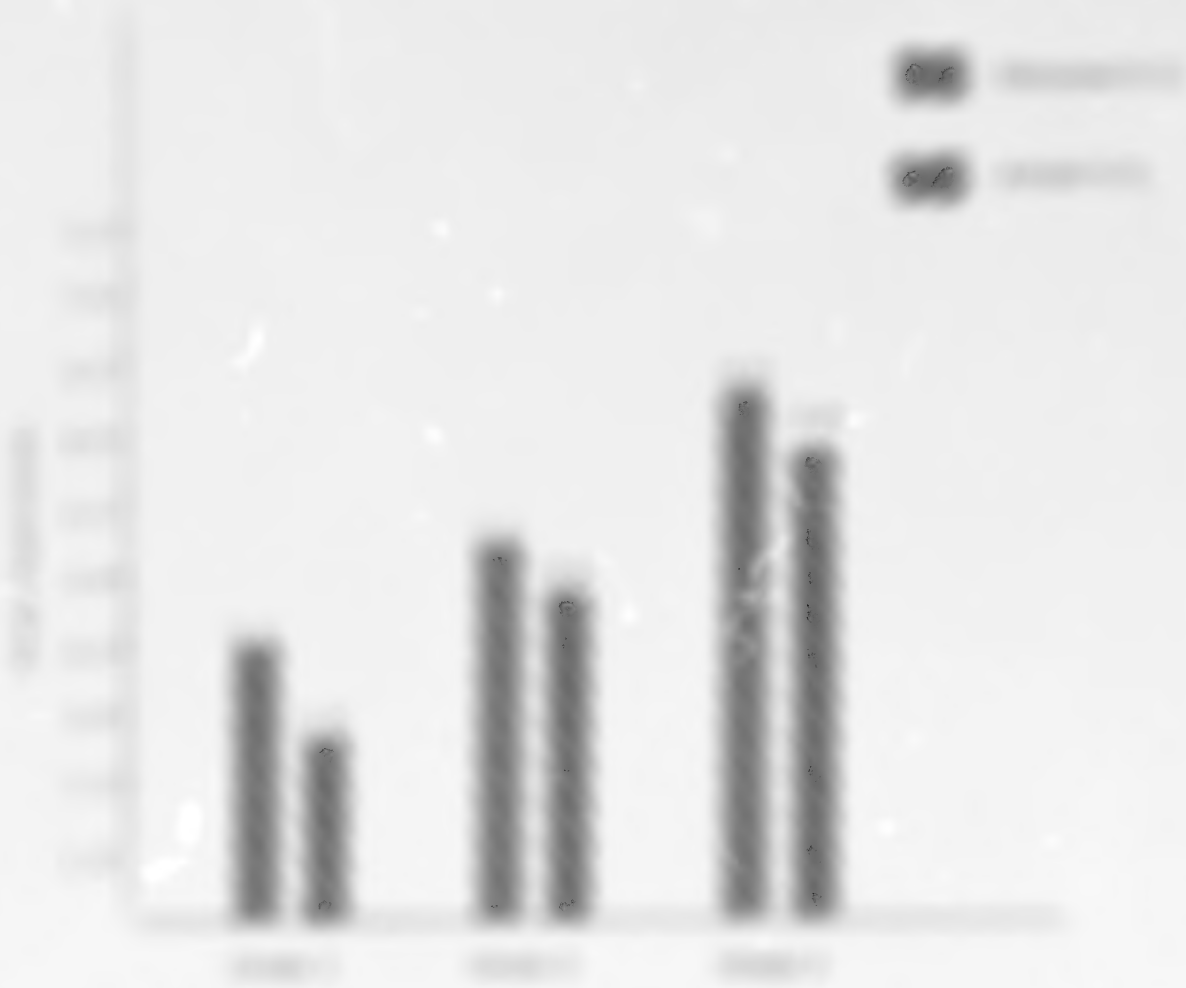

Table 30

Raw Score Means, Standard Score Means, Grade Equivalents, and Grade Placement for Grade 2 and 3 English Dominant Students on the Total Mathematics Subtest from the Metropolitan Achievement Tests

Grade	Test Level	Testing Session	RS $\bar{X}$	SS $\bar{X}$	Obtained G.E.	G.E. Difference (in Months)	Grade Placement	Grade Placement Difference (in Months)	Average G.E. Gain per Month (in Months)	Average G.E. Gain per Month for Criterion (in Months)
2 (N=15)	Primary I	Pre	44.1	48.2	2.1	8	2.1	7	1.1	1
	Primary II	Post	69.8	59.1	2.9		2.8			
3 (N=16)	Primary II	Pre	56.9	52.8	2.4	10	3.1	7	1.4	1
	Primary II	Post	79.9	66.3	3.4		3.8			

Table 31

Statistical Results Using Standard Scores on the Math Computation, Concepts, Problem Solving, and Total Mathematics Subtests from the Metropolitan Achievement Tests for English Dominant Students in Grades 1 - 3

Grade	Test Level	Testing Session	Computation** $\bar{X}$	S	t	Concepts** $\bar{X}$	S	t	Problem Solving** $\bar{X}$	S	t	Total Math $\bar{X}$	S	t
1 (N=11)	Primer	Pre	-	-		-	-		-	-		22.6	2.9	
	Primary I	Post	-	-		-	-		-	-		46.8	15.0	5.944*
2 (N=15)	Primary I	Pre	-	-		-	-		-	-		48.2	9.7	
	Primary II	Post	54.1	9.4		60.0	11.1		58.5	10.8		59.1	10.1	5.727*
3 (N=16)	Primary II	Pre	47.1	10.7		51.7	8.0		54.0	7.6		52.8	7.9	
					7.433*			6.339*			4.880*			9.037*
	Primary II	Post	62.9	10.0		63.6	7.8		64.3	10.7		66.3	9.5	

* $p < .001$

** These areas are not presented as separate subtests in the Primer and Primary I levels.

terion was met by all grade levels, and that all gains were statistically significant. The data presented in Table 30 indicate that grade 2 students made an average monthly grade equivalent gain of 1.1 months for every month in the program, i.e., the period between testing sessions; and that the gain for grade 3 students was 1.4 months for every month in the program. The column headed "Total Mathematics" in Table 32, shows that although the gain made by grade 2 students in mathematics was large enough to lift them one month above grade placement at the time of post-testing, the one year's gain in a period of seven months for grade 3 students still left them four months below grade level. The table shows that the grade 1 students are also above grade level in their mathematical ability. These findings are also presented in Figures 11 and 12.

Table 32

Post-test Standard Score Means, Obtained Grade Equivalents, and Actual Grade Placement on the Math Computation, Concepts, Problem Solving, and Total Mathematics Subtests from the Metropolitan Achievement Tests for English Dominant Students in Grades 1-3

	Computation			Concepts			Problem Solving			Total Mathematics		
Grade	Post $\bar{X}$	Post G.E.	Grade Placement	Post $\bar{X}$	Post G.E.	Grade Placement	Post $\bar{X}$	Post G.E.	Grade Equivalent	Post $\bar{X}$	Post G.E.	Grade Placement
1	-	-	-	-	-	-	-	-	-	46.8	2.1	1.8
2	54.1	2.9	2.8	60.0	3.2	2.8	58.5	3.0	2.8	59.1	2.9	2.8
3	62.9	3.6	3.8	63.6	3.5	3.8	64.3	3.3	3.8	66.3	3.4	3.8

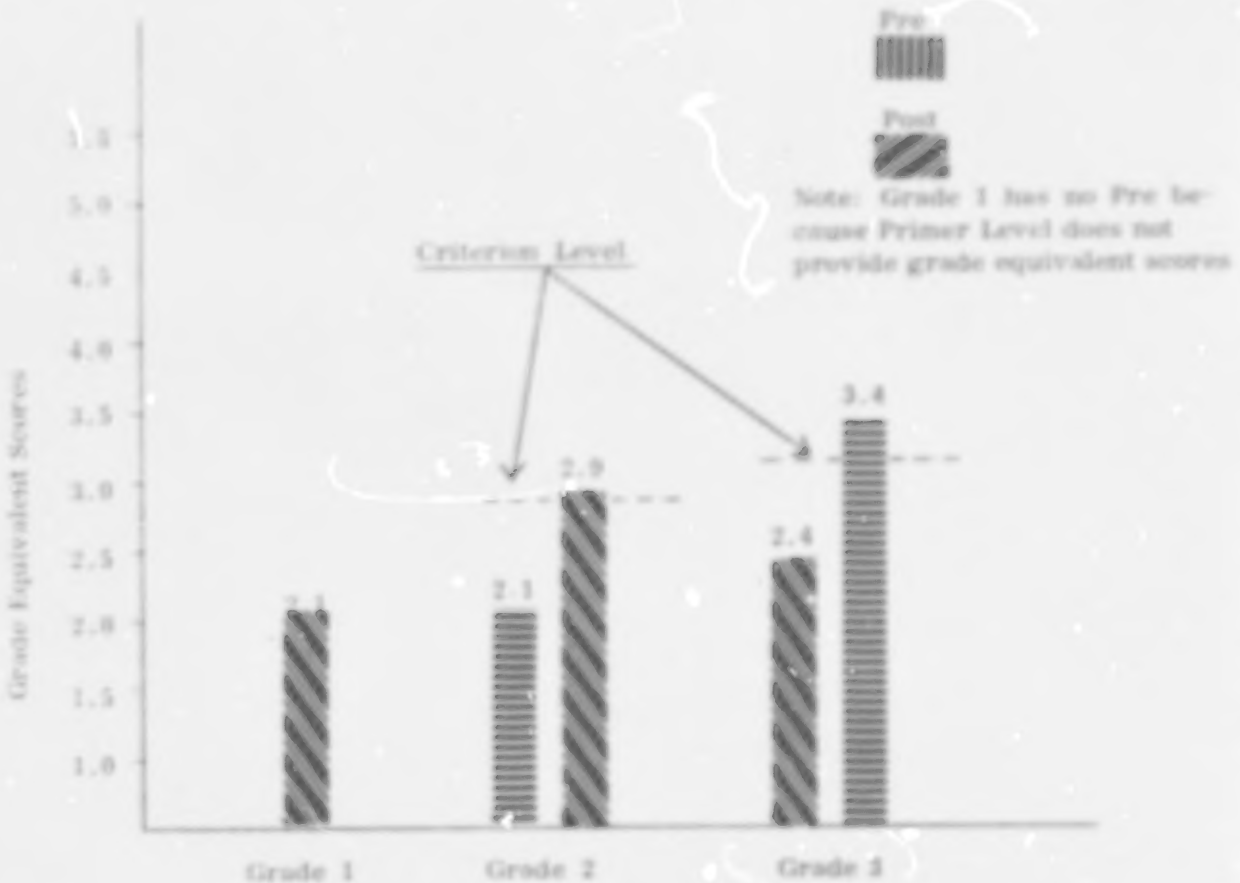

Figure 11: Comparison of Pre- Post-test Grade Equivalent Means (Post only for Grade 1) on the Total Mathematics Subtest for English Dominant Students, Grades 1 - 3

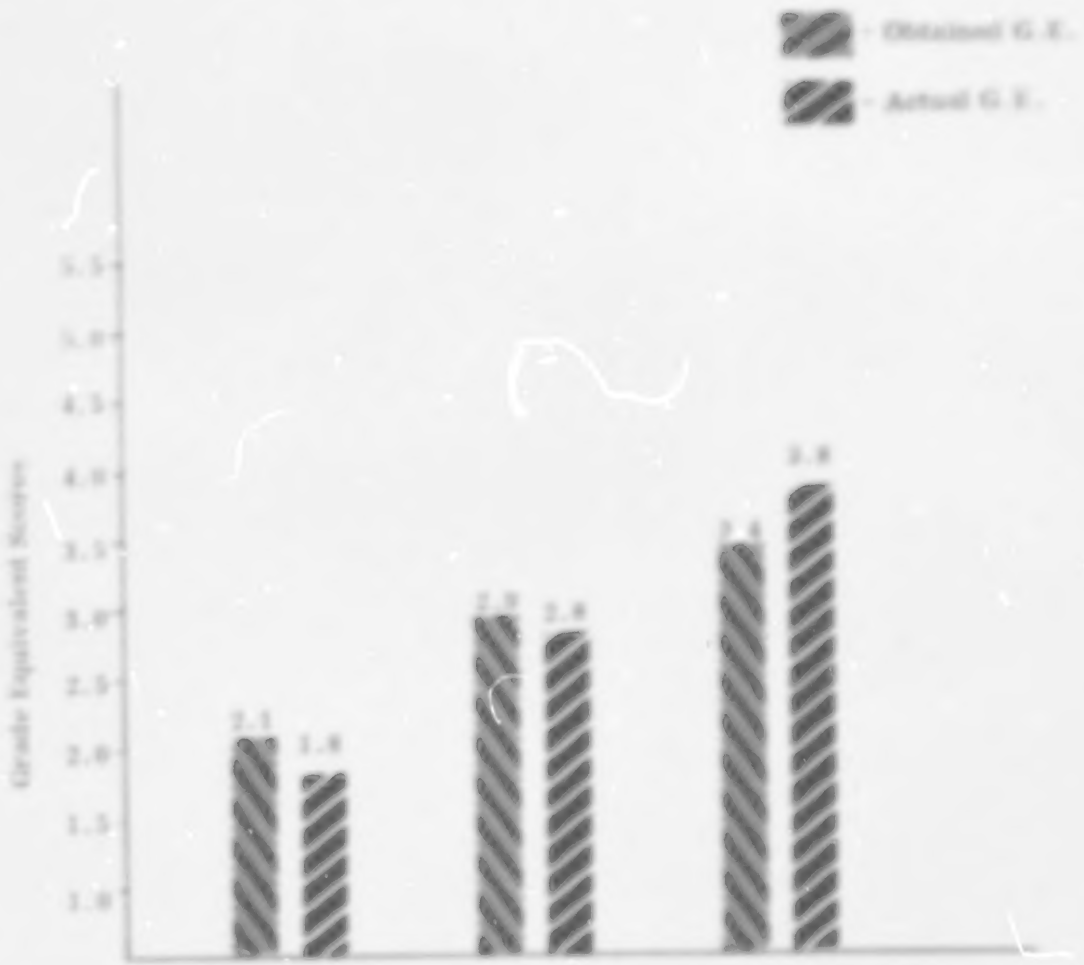

Figure 12: Comparison of Obtained Grade Equivalent Means (Post-test) and Actual Grade Placement at Time of Post-testing on the Total Mathematics Subtest for English Dominant Students, Grades 1 - 3

MANAGEMENT COMPONENT

Introduction

The second year of program operation was the first year that objectives were specified for the management of the program. The objectives relate to the areas of staff development, parent community involvement, and dissemination of program information. The activities associated with the objectives were under the supervision of the program director.

Evaluation by Objectives

Objective M 1.0

> The Project Director will schedule a week long pre-service workshop during August, 1973 for all staff members.
>
> The purposes of the workshop will be for examination and discussion of a new reading program, discussion of the overall project, and for the distribution of program material.

Evaluation

The pre-service all day, week long workshop was held as scheduled from August 20 through August 24, 1973. In attendance were all of the Title VII teachers and aides. Also attending the workshops as invited guests were the TBE (Transitional Bilingual Education) teachers in the public and private schools in the city. Three days of the workshop were devoted to presentation, discussion, and direct participant involvement in a method of teaching reading in Spanish called Lectoescritura. The leader for this part of the workshop was a consultant from

[illegible] instructional institutions. Another day was spent in reviewing and developing program materials. Additionally, curriculum units and instructional games developed by the teachers were demonstrated and discussed, and a presentation of ESL strategies as a Second Language methods was given by the program's ESL teacher. On the third workshop day, the evaluator discussed evaluation in general and the evaluation of the bilingual programs in particular. The rest of the day was spent in distributing materials to the teachers and preparing for the first day of school.

A description of the workshop and a record of staff attendance are in the program's files. These objectives were accomplished.

In addition to the workshop discussed above, the program offered another workshop for staff members interested in the basics in their method of teaching English reading. The workshop was held from August 27 through August 31 at the Educational Assistant Cambridge office. Four staff members attended the workshop.

Objective # 1.3

> The Project will schedule at least four staff development in service programs for all staff members during the school year. All necessary arrangements will be made by the Director. The in service programs may include conferences, workshops, or attendance at bilingual educational education or English as a Second Language type courses by other agencies coordinated by the Director.

Evaluation

A check of the project files disclosed a description and data for each in service as well as the attendance record of each staff member. The records show

[illegible]

Table 10

[illegible] of San Joaquin's ADLS 70 de Overview Programs

Date	Topic	Stakeholder(s)
Nov. 1, 1972	English as a Second Language	Students, ADLS Spanish Lab, Chicanos Unidos, Anglo English
Nov. 4, 1972	Words to Learn	Psychology, Interdisciplinary Committee
Nov. 11, 1972	English Project Memorandum for Spanish Language Arts.	Public, Student Ethnological Organizations
Nov. 20, 1972	Classroom	Students, Interdisciplinary Committee
Dec. 5, 1972	Social Studies: Psychic Ideas and Lucky Behavior	Martha Wainwright, Dr. Edgard Francisco, Miss Lee Graham Schools
Dec. 11, 1972	Bilingual Programs	Administration, Professors Museums
Dec. 20, 1972	Bibliography Bibliography in the Classroom	Public, Miss Wainwright Music Dept. of Education
Aug. 10, 1973	Professional Design	Classes, Business Schools Associations
Aug. 27, 1973	Classroom Monitoring	Students, Interdisciplinary Committee
Sept. 21, 1973	Curriculum Programs in the Classroom	Bibliography, Museum Science for the Deaf
Oct. 10, 1973	Dual Spanish Materials	Coordinator, Spanish Study Congressmen, of Education Health Care Technology College of
May 5, 1974	Who and Why Individual Study	Students, Dept. Specialties, Chicanos Bilingual Programs

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For any one of the ten PAC meetings, the lowest and highest numbers of members (parents) in attendance were 13 and 27 respectively; the average number in attendance for the ten meetings was 17. An addition, the school system conducted an Open House (October 22-23), and four PTA meetings (October 29, December 17, March 25, and May 10) which included the bilingual classrooms. No attendance record was kept of the bilingual parents' participation in these meetings. Nevertheless, the first of the three criteria was met.

The files indicate that only three parents visited the classrooms during the year. Teachers did maintain home contact by sending occasional letters to parents on student progress. Also, many parents accompanied their children to and from school and, in the process, visited the teacher to inquire about their child. The information in the files, however, indicates that the second criterion was not achieved.

The program conducted seven field trips to the following sites: October 30, Salem Witch House, second grades only; November 6, Boston International Institute, all grades; December 13, Children's Museum, all grades; February 5, Tour of Chelsea Police Station, all grades; February 6, New England Aquarium, first grades only; May 1, Boston City Hall and State House, second grades only. The record of the field trips indicates that an average of five parents per class went on each trip, e.g., second grades means two classes, therefore, ten parents and all grades means six classes and 30 parents. The data indicated that the third criterion was met. Therefore, since two of the three criteria were met, the objective was partially accomplished.

Objective M-7.0

The Project Director will periodically disseminate program information. This will be demonstrated by at least three articles in the Chelsea Record newspaper or radio station broadcasts.

Evaluation

The project director disseminated program information to the community-at-large by having eight articles published in the Chelsea Record, the local newspaper. The publication dates were as follows: September 11; February 12, 13, 15 and 19; March 20; May 30; and June 2. Some of the topics covered were: the pre-service program, Bilingual Education Week in Chelsea, the teacher-aide training program conducted by the materials specialist, the program's bilingual exhibit at the Chelsea library, and the Boston City Hall and State House field trip experience.

Copies of these articles are in the program files.

Objective M-8.0

The Project Director and/or Material Specialist will visit at least two operational bilingual-bicultural programs. These visits will be selected from on-going programs in the following cities: Boston, Fall River, Holyoke, New Bedford, Springfield, and Lawrence.

Evaluation

This objective was accomplished. The director or the materials specialist made visits to the Lawrence and Boston Title VII bilingual programs--two of the cities stated in the objective. Moreover, the materials specialist and the ESL

specialist visited the TBE (Transitional Bilingual Education) program in Worcester. The dates and sites are listed below.

April 9, 1974: director and materials specialist visited the Lawrence Title VII program--observed the bilingual classrooms--discussed curriculum materials, in-service, and the sharing of materials with Lawrence's director and curriculum specialist.

April 23, 1974: director and materials specialist visited the Boston Title VII program--discussed all aspects of the program with Boston's director.

May 9, 1974: materials and ESL specialists visited the TBE program at the Adams School in Worcester--observed the TBE classrooms--discussed with the director the ALAP individualized ESL method that is used by the program.

Objective B-9.0

The Project Director and/or Material Specialist will attend at least three conferences or institutes on bilingual-bicultural education. These conferences or institutes may be local, regional, or national.

Evaluation

The program director or materials specialist, accompanied on two occasions by other program personnel, attended six conferences--two were national in scope and four were regional. Thus, this objective was achieved. The dates, conferences, and attending program personnel are named below.

November 8, 1973: Conference on Testing and Evaluation in Bilingual Programs--sponsored by the Bilingual Bureau, Massachusetts Department of Education--attended by the director.

January, 1974: Hispanic Day Institute held at the Boston State House--sponsored by the Massachusetts Concilio Hispano--attended by the director and community liaison specialist.

March 4-11, 1974 - National TESOL Conference in Denver, Colorado - sponsored by TESOL - attended by the director.

April 17, 1974 - Conference on Ethnicity in New England at the Boston Architectural Center - sponsored by many different organizations - attended by the director and materials specialist.

May 12-18, 1974 - International Conference on Bilingual Bicultural Education at New York City - sponsored jointly by the Office of Bilingual Education, New York city; Bilingual Education Unit, N.Y. State Department of Education, Division of Bilingual Education, T.E.S.O.L. - attended by the materials specialist.

Objective M-10.0

The Project Director and staff members will recruit more English dominant students into the program using one or more of the following approaches:

1. speaking to prospective students individually and in groups;
2. informing the community through the audio-visual media;
3. addressing parents in PTA meetings;
4. speaking at student assemblies.

Evaluation

Program administrators used four methods in an attempt to attract more English dominant students to the program - one of which was specifically mentioned in the objective. Their methods slightly raised the percentage of Anglo participants over last year's Anglo participants by 2% - from 39% in 1972-73 to 41% in 1973-74. This indicates the continuing need for selling the program to the English speaking parents residing in the target area, i.e., the school districts served by the Williams and Shurtleff schools.

The following methods were to recruit English speaking students were followed from the program files and registered through a discussion with the director. Names of prospective candidates were requested and obtained from the assistant Masters of each school. Letters explaining the program were sent to the parents of the candidates with follow up telephone calls. Eventually, the program admitted other selected prospective candidates from the number of in coming students at each schools. This was followed by letters, fully describing the program, sent to the parents. Finally, the FAC members disseminated program information to their friends and acquaintance. Lastly, the newspaper articles were used as a means of attracting prospective students, particularly the articles appearing in the September 11, 1978 and February 11, 1979 editions of the Chelsea Record. These two articles contained specific information about the program and requested those interested to write or call the Fate 99 office.

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